**K-5ELA Lesson Plan**

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| **Teacher:**  **Jefferson 1st Grade** | | **Grade: 1** | | | **Date(s)**: Day 1-5 |
| **Unit Title:**  *Wanted- A Few Good Friends* | | | **Corresponding Unit Task:** *Task 1- creating a song about rules* | | |
| **Essential Question(s):**  **Reading:** Why is it important for good readers, writers and speakers to remember the important details when retelling a story, poem or informational text? How do illustrations help good readers locate and remember the important details in a story?  **Writing:** How does using capital letters at the beginning of the sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? How can drawing pictures help us better communicate our ideas, thoughts and feelings and understanding?  **Speaking and Listening:** Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Books:** *First Day Jitters* by Danneburg (day 1)  *The Night Before First Grade* by Wing (day 1)  *The Kissing Hand* by Penn (day 1)  *Have You Filled a Bucket Today*? by McCloud (day 2)  *David Goes to School* by Shannon (day 2)  *Elmer* by McKee (day 3)  *The Crayon Box that Talked* by DeRolf (day 3)  *Chrysanthemum* by Henkes (day 4)  *Lily’s Purple Purse* by Henkes (day 4)  *Berenstain Bears: How to Get Along* by Berenstain (day 5)  Social Studies Textbook unit 2, chapters 1-4 (day 1-5)  Health textbook chapter 1 (omit Stress lesson)  **Materials:** chart paper/markers  “looks like/sounds like” t-charts  Large bucket with smile made on blue bulletin board paper with sentence strips for bucket fillers. Sentence will start with “I can be…(to go with *Have You Filled a Bucket Today?*)  Crayons, glue, scissors,etc  white construction paper for teams to color (to go with *The Crayon Box that Talked*)  elephant shape for each child to color ( *Elmer*)  construction paper squares  half long black paper with penciled names  David body materials \*differentiate skin color\*  Lily’s purple purse pattern  Good citizen badge materials  Kissing Hand project materials | | | | **author –**a person who writes a story  **capitalization –**the process of using capital letters appropriately in written text  **illustrations –**pictures that help tell a story  **key details –**the important details that support the main idea and are used when retelling  **retelling –**recounting the main idea and details sequentially and concisely  **punctuation –**marks used at the end of the sentence that show whether the sentence is a statement or a question  **rule –**specific behavioral expectation  **routine –**how to accomplish an assignment and/or task  **unique** -  one of a kind, unusual  **respect** – treating others nicely  **jitters** – feeling excited and/or scared, like you have butterflies in your stomach  **community-** a group of people who live and work together  **citizen**- a person who lives in and belongs to a community  **rule-**something that tells people how to act  **responsibility-** something that people should do | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:** RL.1.1 - Ask and answer questions about key details in the text.  RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.  RI.1.1 - Ask and answer questions about key details in a text.  RI.1.2 - Identify the **main topic** and retell key details of a text.  RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  RI.1.7 - Use illustrations and details in a text to describe its key ideas.  RI.1.10 - With prompting and support, read informational texts appropriately complex for grade 1.  W.1.8  - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  L.1.1 – Demonstrate command of the conventions of standard English grammar when writing or speaking. (print all upper and lower case letters; use common and possessive nouns; use personal, possessive and indefinite pronouns; use determiners (articles, demonstratives); produce and complete simple and compound declaratives, interrogatives, imperative and exclamatory sentences in response to prompts.  **I Can Statement(s): I can use details and pictures in a text to tell about important ideas.**  **Instructional Plan:**  **Day 1: \***partner share\*  **Read *The Night Before First Grade* to the class**  \*hang pre-written list of top things to do for class poll\*  **Define “jitters” with vocab card/ generate discussion**  **Read *First Day Jitters***  \*create circle map of first day emotions\*  **Read *The Kissing Hand***  **\***create poem/hand project\*  **Social Studies: Unit 2**  **Day 2: Read *David Goes to School***  **\***create t-chart with peacebreaker/maker\*  \*create Davids with writing bubble\*  **Read *How You Filled a Bucket Today***  \*sentence strip activity  **Social Studies: Unit 2**  **Day 3: Define “unique”/ generate discussion**  **Read *The Crayon Box***  \*Group crayon activity\*  **Read Elmer**  \*Elephant color sheet\*  **Social Studies: Unit 2**  **Day 4: Before reading *Chrysanthemum,* say “this week we have been talking about how we are unique and how we are treated by others. Today our story is about a little girl who feels proud of her name and what happens to her at school.”**  **Read *Chrysanthemum***  \*Mosaic name activity\*  **Read *Lily’s Purple Plastic Purse***  (show book reading on schooltube.com- search for purple purse)  \*purse activity\*  **Social Studies: Unit 2**  **Day 5: Read *Berenstain Bears: How to Get Along***  \*Children participate in “listing” rules/expectations\*  \*List and display rules/expectations\*  **Teach “Rule” Song and practice (have song handout for students)**  **Tune**: “London Bridge is Falling Down”  We are walking in the hall, in the hall, in the hall,  We are walking in the hall, we are golden Eagles!  We are working quietly. . . . .  We are sitting in our space . . . .  We listen with respect. . . .  We are helping one another. . . .  We apologize for our mistakes. . . .  We are picking up our trash . . . .  We are being kind to our friends . . . . .  The teacher will explain the process and model by composing the first line/ verse to the song and recording it on chart paper. Students will take turns thinking of new lines and accompanying actions to add to the song.  **Social Studies: Follow up and conclude with Unit 2**  \*Good citizen badge activity\* | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:** W.1.8 – With prompting and support from adults, recall information from experience or gather information from provided sources to answer a question.  **I Can Statement(s): I can use text/pictures to express my opinions.**  **Instructional Plan:**  **Day 1:** Hang pre-written top ten list of things to do night before school. Have students participate by taking a poll and recording with tally marks on list. (coincides with *The Night Before First Grade)*  Create circle map with emotions as topic. Students will write down a feeling on a post-it and place on circle map (coincides with *First Day Jittters*).  Pass out *Kissing Hand* poem and have students glue to construction paper and trace hands with heart.  **Day 2:** Create peacemaker/breaker t-chart (coincides with David Goes to School) using student’s suggestions. These will be written/drawn on post-its.  Create Davids with talk bubbles with sentence “I am a peacemaker when I….”  Whole group, create list of ways to be a bucket filler. Students will fill out own sentence strip, copying from list, “I can…” and will add to large bucket (coincides with *Have You Filled a Bucket Today?)*  **Day 3:** Students will be put into groups of 4 and be given the 8 primary crayons. Following directions on the board, students will create a picture using only their given color. Green= grass, stems, leaves, Blue= sky, Yellow= sun, Red= apples, Purple= flower, Orange= cat, Black= bird, Brown= tree trunk (coincides with *The Crayon Box)*.  **Day 4:** Students will create mosaic name (coincides with *Chrysanthenum).* On back of black paper, a sentence strip will be added and students will write how they are unique.  Students will then create purple purse and write sentence on the inside writing paper, completing the sentence “I can be a good student by…..”(Coincides with *Lily’s Purple Plastic Purse*). Allow students to draw a picture.  **Day 5:** Student will write their rule ideas from pair share on a post-it and come back to whole group discussion. Students will post their rules. Teacher will then present the (already determined) rules/expectations to the students. This will ensure students feel a part of the rule making. Students will go back to seats and choose one rule to write in journal and illustrate (coincides with *Berenstain Bears: How to Get Along*).  Following Social Studies (Unit 2) discussion about being a good citizen, students will create a good citizen badge, writing a sentence on the back about how they can be a good citizen. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:** SL.1.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups (follow         agreed-upon rules for discussions [listening to others with care, speaking one at a time about the topics and texts under discussion]); build on other’s talk in conversation by responding to the comments of others through multiple exchanges.  SL.1.2 – Ask and answer questions about what a speaker says in order to gather information presented orally or through other media.  SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.  SL.1.6 – Produce complete sentences when appropriate to task and situation.  **I Can Statement(s): I can be a good listener. I can be a good speaker.**  **Instructional Plan:**  **Day 1:** (prior to reading) Students will partner share what they did to get ready for first grade. Discussion generated and list created (coincides with *The Night Before First Grade)*.  Teacher will define “jitters” and have an open dialogue about what jitters they had that morning (coincides with *First Day Jitters).*  **Day 2:** While reading *David Goes…*, have students identify behaviors as teacher writes on sentence strips.  After reading *David Goes…*, students will put sentence strips into the “bucket” where they belong.  **Day 3:** After completing the group assignment, groups will come up with compliments to share how each member contributed to the successful completion of the activity. Pull class back together and have students respond to questions…Could you have completed the activity by yourself? How did you feel when you were complimented? (coincides with *The Crayon Box That Talked*).  **Day 4**: After reading *Chrysanthemum,* have students dictate things that are unique about them.  **Day 5:** Children will dictate ideas of what class rules should be by writing on post-its. Teacher will then introduce list of class rules/expectations. Review all class rules and discuss rewards and consequences. Come up with song that includes all of the class rules.  Social Studies will include discussion about being a good citizen (Lesson 4). | | | | |
| **Closing/Summarizing Strategy** | The class will sing the song they created about the class rules. The students will be able to dictate the class rules/expectations presented. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
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| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*